DOCUMENT RESUME

ED 340 387 IR 053 891

TITLE	Parents and Schooling in the 1990s. Parent Involvement at the Middle School Level.
INSTITUTION	ACCESS ERIC, Rockville, MD.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	ERIC-91-188
PUB DATE	Sep 91
NOTE	33p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic. For volume 1, issues 1 and 2, see ED 332 696-697.
AVAILABLE FROM	ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (free).
PUB TYPE	Collected Works - Serials (022) -- Information Analyses - ERIC Clearinghouse Products (071) -- Reference Materials - Bibliographies (131)
JOURNAL CIT	The ERIC Review; v1 n3 Sep 1991
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Intermediate Grades; Junior High Schools; Middle Schools; *Parent Materials; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Reading Materials; Resource Materials
IDENTIFIERS	ERIC

ABSTRACT

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This theme issue is devoted to the topic of "Parent Involvement in Education" and contains three principal articles: "Parents and Schooling in the 1990s," by Erwin Flaxman and Morton Inger; "Parent Involvement at the Middle School Level," by Nancy Berla; and "Los Padres Tambien Deben Participar en la Escuela Intermedia" ("Parents Should Also Participate in the Intermediate School"), by Magdalena C. Lewis. In addition, the following major features concerned with parent involvement are provided: (1) a description of the Department of Education's parent involvement initiatives; (2) a resource list of parent involvement organizations and associations, federal agencies, and clearinghouses; and (3) a general reading list of 37 titles that cover a range of issues related to parent involvement. Also included are a synthesis of research findings on "The Role of Business in Education," by Alan Baas; an annotated bibliography of 31 new titles in education produced by the ERIC Clearinghouses and the Office of Educational Research and Improvement, as well as resources recently abstracted for the ERIC database. Information about becoming an ERIC author, the availability of the 1992 calendar and publications catalog, and an announcement of the new ERIC Document Reproduction Service (EDRS) contractor are also provided. (MAB)

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ED340387

Vol. 1 Issue 3, September 1991

THE ERIC REVIEW

U. S. Department of Education
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For people concerned about education

Parents and Schooling in the 1990s

Parent Involvement at the Middle School Level

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An Important Message to Our Readers

The third issue of *The ERIC Review* covers parent involvement in education. Parents are children's first teachers, and their involvement in educational activities in school and at home can increase academic achievement and improve schools. As the number of "at-risk" children grows, it is imperative that schools reach out to involve parents in meaningful ways and that parents work in partnership with schools to educate their children for the demands of the 21st century. Parents will also have an important role to play in the restructuring of schools because the movement toward decentralization means that parents, teachers, administrators, and community members will share the responsibility for school management.

The U.S. Department of Education has undertaken several initiatives to examine and increase parent involvement in education. For example, two new National Centers—one on Families, Communities, Schools, and Children's Learning and the other on Education in the Inner Cities—have been established to conduct research, program development, policy analysis, and dissemination projects. Chapter I programs now include a strong parental involvement component. Teachers and administrators are being trained to work cooperatively with parents to ensure the success of all children, particularly those from low-income and minority families. And of course, programs that foster school choice encourage parent involvement in the selection of their children's schools.

Promising strategies for improving home–school relationships are highlighted in this issue. The feature article, written by the director and a staff writer of the ERIC Clearinghouse on Urban Education, provides a useful overview of the topic. The supplemental article offers practical tips for parent involvement at the middle school level; a Spanish translation is included. A list of resource organizations, Department of Education initiatives, and additional readings will help you pursue the topic. "Research in Action" addresses the role of business in education in a question-and-answer format.

This year marks the Educational Resources Information Center's 25th anniversary. Since 1966, ERIC has been collecting, organizing, and disseminating information to support improvements in education. Once primarily a basic research tool for education researchers and professors, ERIC now includes program descriptions, curriculum guides, and instructional material that make it relevant and accessible to parents and community members, as well as to educators and policymakers.

As the practice of school-based management spreads, we hope that parents and community members will join practitioners in using all of ERIC's resources to bring about school improvement. To make comments about *The ERIC Review* or to find out what the system can do for you and your institution, write to ACCESS ERIC or call the toll-free number, 1–800–USE–ERIC.

U.S. Department of Education

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The ERIC Review, published three times a year by ACCESS ERIC with support from the U.S. Department of Education's Office of Educational Research and Improvement (OERI), announces research results, publications, and new programs. *The ERIC Review* also contains information on programs, research, publications, and services of the Educational Resources Information Center (ERIC), its subject-specific clearinghouses, and support components. It announces major additions to the ERIC collection of education-related documents and articles. The ideas and opinions expressed in this publication do not necessarily reflect the positions or policies of the Department of Education or OERI.

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In addition, documents selected for the database are abstracted and announced in ERIC's monthly journal *Resources in Education*. The full text of most documents announced in ERIC is available in microfiche or paper copy from the ERIC Document Reproduction Service. ERIC announces journal

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THE ERIC REVIEW

PARENTS AND SCHOOLING IN THE 1990s

by Erwin Flaxman and Morton Inger

Faced with mounting criticism about the decline of education in the United States—particularly for a failure to educate low-income and minority children—educators, political leaders, and community groups are fostering strategies for greater involvement of parents in school decisionmaking and are developing programs for parents to support the education of their children.

What has led to the great expansion of the role of parents in schooling? The content of schooling used to be limited to academics, while families were responsible for the social and emotional development of children and the shaping of their values and morals. Even so, schools and parents were much more connected and supportive than they are today. It has been a long time, however, since that separation has been strictly adhered to. The disintegration of the traditional family and its ability to cope with societal problems has both broadened the role of schools to deal with social issues and encouraged the development of government programs to spur parents to become involved in the educational process of their children. Examples of the expanded role of today's schools include sex education classes, courses on AIDS prevention, dental and eye examinations, and driver's education. Meanwhile, parents have legitimate, even legalized, responsibilities for curriculum, budgeting, and school personnel decisions, traditionally the sole domain of school professionals.

Changes in society and in the schools themselves have brought this transformation about. Our contemporary notion of parent involvement in schooling dates back to the 1960s, when federal legislation for programs such as Head Start and Title I of the Elementary and Secondary Education Act mandated parental involvement in decisions about curriculum, instruction, and school improvement. In Head Start and Follow Through, activities for fostering children's cognitive, academic, and social development for school were matters that brought parents of young children and professional educators together as partners.

Today, changing demographics have dramatically altered the makeup of the student population. Increasing rates of poverty, divorce, single parenting, teen pregnancy, family mobility and instability, and employment outside the home by women with children have placed many families under great stress. The societal problems of the 1960s (e.g., the racial inequalities that led to the civil rights movement), which stimulated more parental involvement in schools, have actually gotten worse: 40 percent of today's schoolchildren will have lived with a single parent by the time they reach age 18; more than 20 percent live in poverty; 15 percent speak a native language other than English; and 15 percent have physical or mental disabilities (McLaughlin and Shields, 1987). Conventional parent involvement efforts, aimed at the traditional family, have simply proven ineffective in promoting the involvement of parents of these children. Most schools, as currently structured, with educational practices created for a different population, are less able to deal with the problems of a diverse student population with special needs. The paradox, though, is that at a time when families under social and psychological pressure may be less able to participate in schools, there is a greater need to involve them.

Coinciding with these changes in families, study after study documents that schools are failing to educate children adequately. Consistently low test scores, particularly as compared with test results in other countries, have pointed to a sharp decline in the effectiveness of American education. In response, parents and the community at large have begun to hold the schools more accountable politically for better educational results. Some parents throughout the country have now become more involved in key school management decisions and have more freedom to choose the schools their children will attend. Parental involvement is now a major component of efforts to restructure or improve schools nationally.

Dr. Erwin Flaxman is Director of the ERIC Clearinghouse on Urban Education at Teachers College, Columbia University. Morton Inger is a staff writer at the Clearinghouse.

There is evidence that parent involvement leads to improved student achievement and significant long-term benefits: better school attendance, reduced dropout rates, decreased delinquency, and lower pregnancy rates (Peterson, 1989). Furthermore, these improvements occur no matter what the economic, racial, or cultural background of the family. Students whose parents are actively involved with the school score higher on tests than children of similar aptitude and family background whose parents are not involved. Parents involved as partners in their children's education feel better about themselves and are often motivated to improve their own education; students' citizenship and social values improve; and teachers find an improved working climate as the schools become safer and more conducive to learning (Henderson, 1990; McLaughlin and Shields, 1987; Moles, 1982; Walberg, Bole, and Waxman, 1980). In short, when parents are involved in positive ways, schools improve, and children do better.

A Typology of Parent Involvement

Although all studies of parental involvement show that the more parents participate in a sustained way, the more positive the effect on their children's educational achievement and attainment, the question remains, Participation in what? There are three basic ways that parents can become involved in schooling: (1) through direct involvement in school management and choice and by being present in the school; (2) through participation in special parenting training programs; and (3) through family resource and support programs.

Direct Parental Involvement in the School

Parents can exercise their greatest power over the education of their children by choosing the school they attend. In the past, some parents have done so by enrolling their children in private or parochial schools or in magnet programs in public schools. "Choice" is now an option for even more parents. Seven states have enacted legislation allowing parents to enroll their children in virtually any public school in the state, taking state funds with them. Several other states are considering such legislation. President Bush's administration is reviewing proposals that would give parents vouchers to use in "shopping" for a school of their choice. Hundreds of individual schools have instituted some degree of school choice through magnet school programs. Wisconsin recently extended school choice to private nonsectarian schools by offering low-income students state-financed tuition vouchers (Wells, 1990).

> ***"Under school-based management, the principals, teachers, and parents together manage the school and solve its unique problems."***

Because market forces operate in school choice programs, it has been argued, schools will be more accountable because parents have the option of removing their children from any school and enrolling them in a more "competitive" school. Educators, the argument continues, will configure personnel, curriculum, and the delivery of instruction to provide options for parents. As schools become more responsive, parents will become more satisfied with the school, more actively involved in its activities, and more responsible for their children's education (McDonnell, 1989).

As part of efforts to restructure schools, educators are also developing accountability systems that allow parents and the larger community to play a role in defining educational objectives and to have access to information to monitor public education. More directly, parents in some school systems have become involved in the governance of their local schools, which, many contend, are over-bureaucratized, over-centralized, and unduly constrained by standardized procedures. Under restructuring proposals for school-based management, the principals, teachers, and parents together manage the school and solve its unique problems. These parents share the responsibility with professionals for the outcomes of formal schooling for their children.

In Chicago, the largest district with a restructuring plan using school-based management, each school is led by a local school council (LSC) of two teachers, two community members, six parents, and the principal. Members are elected by the people they represent and have the authority to allocate the budget, approve curriculum changes, and appoint or remove principals. Each school also has a professional advisory council involved with budgets, school improvements, and staff development; but its role is strictly advisory, while the LSC exercises the real power. In a major management decision, one of the first steps taken by the LSCs was to reduce class size and to clear teachers' schedules of paperwork tasks so they could devote fuller energies to teaching ("Real," 1990).

With parent involvement, schools can improve, and a different relationship among teachers, parents, and a school management team may be established. One of the more ambitious parent involvement programs has taken place in New Haven under the direction of Dr. James Comer and his colleagues at the Yale Child Study Center. In 1969, Dr. Comer and his colleagues began working with a school that ranked 32nd out of 33 elementary schools in New Haven on standardized achievement tests. When the project began, the school climate was characterized by apathy and conflict, attendance was poor among students and faculty, and there were frequent and serious behavior problems. By 1986, although there was no significant shift in the socioeconomic or ethnic makeup of students in the school, it was ranked third in academic achievement among the 26 elementary schools in the city. Furthermore, the school consistently ranked first or second in the city in attendance, and its teachers had the best attendance record in the city.

In 1977, Dr. Comer's team began to work with a second school in New Haven, this one serving a housing project. By 1984, the second school

was tied for fourth in the city in achievement, and attendance and behavior had greatly improved. Both schools are 99 percent black and 90 percent poor or near-poor (Comer, 1986).

A contributor to this dramatic improvement, Dr. Comer argues, is meaningful parent involvement, including membership on a school management team that sets objectives and strategies regarding school climate, academics, and staff development. The management team, under the direction of the principal, consists of a representative group of parents and teachers. The parents develop workshops for themselves and other parents about how to help their children in school, are actively involved in tutoring programs for the children, and help teachers plan and implement the school's social calendar. Parents also serve as classroom assistants.

These activities were specifically designed as part of a strategy to make the parents highly visible in school life, "bringing parents into the school," says Dr. Comer, "at times other than when their children are in trouble" (Comer, 1986, p. 446). The result has been a spiral of ever-improving performance by students, teachers, and parents: The presence of parents decreased apathy and conflict in the school, the healthier environment allowed teachers to spend more time on instructional tasks and less on behavior problems, and the resulting improvement in student performance on standardized tests gave teachers hope and professional satisfaction.

Parenting Training Programs

Parents, once only peripherally involved as helpers in nonacademic areas such as chaperoning trips and participating in fund-raising efforts such as bake sales, now have, in many schools, a larger role in reinforcing or improving school-related skills at home. Many school districts are now employing a range of special training programs for parents. These programs grew out of the early parent education efforts of the 1960s (e.g., Head Start) to support parents as their children's first teachers. Now they are for parents of older children as well. Many of the programs help parents develop communication skills to work with their children and provide activities for helping them develop self-discipline and an achievement orientation—most notably, study habits and attention to homework.

Parent Effectiveness Training (PET) and Systematic Training for Effective Parenting (STEP) are two well-known parent training models. In both PET and STEP, parents are taught valuable communication skills to use with their children (e.g., active listening, encouragement, win–win conflict resolution). PET and STEP may appeal mostly to middle-class parents, but may have possibilities for disadvantaged parents, as well. It is possible that the programs can be adapted to meet the needs of parents with little education or who have difficulty with English and may already feel intimidated by professional educators.

> ***"... efforts focus on preventing physical and emotional problems and on making life safer and happier for children and less stressful for their parents."***

Models of parental involvement do not always reach the parents who most need to be involved, they teach skills that parents may not want to learn, and they imply that school success is only for those children whose parents are willing to conform to established middle-class norms. If these criticisms are valid, such programs reinforce barriers that are already in place between low-income and minority parents and the schools. This is why many educators, psychologists, and community groups have developed a variety of parent involvement models that are intended to overcome the barriers between low-income or culturally diverse parents and the schools.

The newer programs move beyond a narrow communication skills model and combine elements of PET and STEP with ambitious long-term parent-support programs. While these newer programs continue communication skills training, they work on strengthening parents' own desires to do what is best for their children and try to build parents' self-esteem—particularly in their abilities as learners and teachers. They are based on the assumption that no single communication pattern determines the value of a child or family. Most of these programs are workshops, but an exception is Family Matters, a program aimed at parents who are labeled hard-to-reach because of poverty, educational level, or other social or cultural barriers. Family Matters is a program based on the development of a strong rapport system between parents and school staff which, among other things, requires staff members to make home visits to help parents make sure that their children do their homework and to help parents develop support networks.

Many of these programs make extensive efforts to make it easier for parents to participate. For example, in Detroit's Effective Parenting Skills Program, programs and materials are bilingual, babysitting is provided, there are no fees to attend, and times and locations for meetings are arranged for the convenience of parents. More important, these newer programs aim to change parents *and* schools so they can communicate with each other more effectively (Linn, 1990).

Family Resource and Support Programs

At many schools around the nation, something new has been added in the past decade: a great range of activities and programs that are only indirectly "educational" in the conventional sense. They provide direct services to parents and include home visiting services, job counseling and training, health clinics, substance abuse treatment, support and discussion groups, resource and referral centers for family social services, and before- and after-school programs for children of working parents.

All of these efforts focus on preventing physical and emotional problems and on making life safer and happier for chil-

dren and less stressful for their parents. Though political battles occasionally occur over whether family support is a legitimate role for the schools, these programs are no longer isolated phenomena. For example, in New Jersey alone, the State Office of Child Care Development identified 587 before- or after-school programs in 1989. Of these, 142 were held in school buildings, and 64 were sponsored by school boards (Saul, 1990).

These services, though prompted by pressure to relieve the stress of parents, are increasingly seen as educationally beneficial, since what happens before and after school—in the home, neighborhood, and community—affects a child's learning. In the short run, family resource and support programs help parents promote their children's development; in the long run, they give parents the confidence and capabilities to become directly involved with their child's formal schooling. The positive effects are especially pronounced for children considered "at risk" (Henderson, 1990). For teachers, the benefits are apparent: Children with fewer physical, emotional, and social problems are easier to teach and deal with in the classroom.

Making Parental Involvement Count

Because of many social changes, especially since the end of the Second World War, we can no longer easily maintain the traditional division of responsibility between the home as the developer of educational attitudes and behaviors and the school as the purveyor of skills and tools (Coleman and Hoffer, 1987). The time when parents' only link to school was to attend the once-a-year parent–teacher conference is over, not only because family life has changed but also because schools need and require parents' support. While there is greater parent involvement now, however, it can too easily become token participation on the periphery of schooling, with one-way communication from school to home. And the experience of the past 20 years makes it clear that public relations campaigns and *pro forma* parent advisory boards are not only ineffective but counterproductive. Even in some school districts with school-based management, where parent involvement is genuine and communication is two-way, parents are not always seen (and do not always see themselves) as colleagues, but rather as watchdogs. While this outlook may make the schools more accountable to the parents, it keeps barriers in place between school and home.

The problem may be one of mutual mistrust and misunderstanding. Based on a survey of parents of 1,269 students in 82 first-, third-, and fifth-grade classrooms in Maryland, Joyce Epstein, of Johns Hopkins University, concluded that the differences in whether parents believe they should help or can help are shaped by what the school and the teachers do. For example, if teachers want parents to think that they should help, teachers must demonstrate this with an active program of parent involvement in learning activities at home. If teachers want parents to feel confident that they can help, teachers and administrators must organize and conduct workshops for parents on how to help. The study also revealed that teachers who involved parents in learning activities at home were viewed by parents as better teachers (Epstein, 1986).

> ***"To achieve better school systems, we have to re-create families and communities . . . in new forms that the changing times demand . . ."***

Clearly, parents and schools must be partners in education. Parents have a stake in how schools are run and how and what their children are learning, and schools need educable children from homes that support the school's program. But the specific features and activities of a given program may not be at the heart of the matter. Dr. Comer has pointed out that many of the specific activities in the successful New Haven project schools exist in schools everywhere. The difference in the New Haven schools was that these activities were part of *an overall strategy* to improve the schools by eliminating the stereotypes that teachers and parents had about each other and removing the barriers between schools and low-income minority parents.

While a variety of parent education efforts and many forms of direct parental involvement in the schools exist, a few general principles apply to each of them:

- Involving parents in their children's education improves student achievement and behavior, but parent involvement is most effective when it is comprehensive, well planned, and long lasting.
- Parent involvement should be developmental and preventive, an integral part of a school improvement or restructuring strategy, rather than a remedial intervention.
- The benefits of parent involvement are not confined to early childhood or the elementary grades. There are strong positive effects from involving parents continuously through high school.
- Parents do not have to be well-educated themselves in order to help.
- Children from low-income and minority families have the most to gain when schools involve parents.

A Final Note

Parent involvement is not an educational panacea. For children to be better educated and for schools to reform, many other things also have to happen. We need to find the right way to educate children for a changing economic and social world. We need to reassert the place of education in developing values and civil behavior. And parents, or their substitutes, have to raise their children, who are, more than ever before, on their own. To achieve better school systems, we have to re-create families and communities that are now seriously disorganized, in new forms that the changing times demand and for all social classes. Schools, in turn, have to become flexible enough to restructure and innovate and change old models and practices long proved ineffective—

even if this means radical change in governance, curriculum, and professional training. Parental involvement is a tool for these changes because it is a mechanism that links society, schools, and homes.

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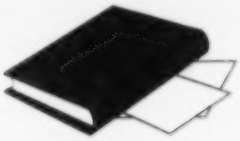
INVOLVING PARENTS

The following is a list of specific practices that schools can employ to encourage the involvement of parents—especially single and working parents, non-English speaking parents, and poor and minority parents. By no means is this an exhaustive list, but the items convey the flavor of how to welcome parents and make their participation easier and more meaningful.

- Increase the awareness and sensitivity of school staff to parents' time constraints; announce meetings long enough in advance to allow parents to arrange to attend.
- Give parents blanket permission to visit the school at all times—to visit the classroom, use the library, or talk to the teachers or administrators.
- Establish or support family learning centers in schools, storefronts, and churches and offer help to parents who want to help their children learn.
- Make the school facilities available to a variety of community activities.
- Facilitate teen-, single-, working-, and custodial-parent peer support groups.
- Provide before-school child care so that working parents can see teachers before going to work.
- Conduct evening meetings, with child care, so that working parents can attend.
- Conduct evening awards assemblies to recognize students and parents for their contributions to the school.
- Establish bilingual hotlines for parents.
- Send bilingual messages to parents not only on routine notices but also on things parents can do at home to help educate their children.
- Do not make last-minute school cancellations.
- Print all signs in the school in the languages spoken by school families.



Department of Education Parent Involvement Initiatives

The U.S. Department of Education supports a number of programs and activities to increase the involvement of parents in their children's education. Initiatives range from programs designed to involve parents in their young children's literacy development to family–school partnership demonstrations to research centers studying families and home–school connections. Some of the Department's recent parent involvement initiatives are highlighted below.

Within the Office of Elementary and Secondary Education (OESE), the Chapter I program to aid schools with many low-income students now requires stronger local parent involvement efforts. Projects are required to inform parents of activities and consult regularly with them, to train teachers and other school staff to work effectively with parents, to help parents work with their children at home, and to ensure full participation by those who lack literacy skills or fluency in English. Regional technical assistance centers support the work of local Chapter I projects. These centers are assisted by a national Chapter I Parent Involvement Center which collects, organizes, and disseminates information via the regional centers to help Chapter I projects develop plans to involve parents in their children's education.

Another OESE program, Even Start, provides assistance to instructional programs that combine adult literacy outreach with training to enable parents to support the educational growth of their children in and out of school. It aims to integrate early childhood education (birth to age 7) and adult education. The Office of Bilingual and Minority Languages administers the Family English Literacy Program, which helps limited-English-proficient adults gain competence in English, improve parenting skills, and increase home–school collaboration.

The White House Initiative on Educational Excellence for Hispanic Americans, established in the Department of Education, is charged with strengthening the nation's capacity to provide quality education for Hispanic Americans. The initiative will emphasize parental involvement, particularly the responsibility of families and parents to be teachers of their children and advocates for their children's education.

The Office of Special Education Programs supports a network of 60 Parent Training and Information (PTI) centers in all 50 states and Puerto Rico to enable parents to participate more effectively with professionals in meeting the educational needs of children with disabilities. Another program, Technical Assistance to Parent Projects, provides technical assistance and coordination to the 60 PTIs and to developing minority programs in urban and rural locations.

The Office of Educational Research and Improvement (OERI) supports a new center on Families, Communities, Schools, and Children's Learning. Over the next five years, this center will conduct research, development, policy analysis, and dissemination projects to provide new information about how families, communities, and schools foster student motivation, learning, and development, and how to improve the connections among these social institutions. This center is a consortium headed by Boston University. Another new center, on Education in the Inner Cities, located at Temple University, will study the role of families in the educational process and ways to enhance the family's contribution to education from a multicultural perspective. The recently awarded Southwest Educational Development Laboratory contract will promote home and school connections for at-risk students in its five-state region during the next 5 years.

Also within OERI, the Fund for the Improvement and Reform of Schools and Teaching (FIRST) sponsors demonstration grants through its Family–School Partnership Program to eligible Chapter I local education agencies for projects that increase the involvement of parents in their children's education. Thirty-one new awards were made by FIRST in September 1990.

Other programs and initiatives supported by the U.S. government and private organizations are highlighted in this issue.

Organizations and Associations

Alliance for Parental Involvement in Education (AllPIE)
This parent-to-parent organization provides information about family education options (public school, private school, and home education), and parent and student rights within those options. Services include a newsletter, a book and resources catalog, a referral service, pamphlets, workshops, and conferences. P.O. Box 59, East Chatham, New York, NY 12060–0059. (518) 392–6900. Program Contacts: Seth Rockmuller and Katharine Houk.

ASPIRA Association, Inc.
A national Hispanic education leadership development organization, ASPIRA administers a national parent involvement demonstration project in Hispanic communities in nine cities and produces booklets to help Hispanic parents with their children's education. 1112 16th Street NW, Suite 340, Washington, DC 20036. (202) 835–3600. Program Contact: Lisa Colon.

Council for Educational Development and Research
The members of this association are long-term education research and development institutions that create programs and materials, including information on parent involvement useful for educators and parents. 1201 16th Street NW, Washington, DC 20036. (202) 223–1593. Program Contact: Diane Schwartz.

Hispanic Policy Development Project (HPDP)
This nonprofit organization encourages the analysis of public and private policies and policy proposals affecting Hispanics in the United States. After conducting a nationwide grant program, it produced a publication highlighting successful strategies for working with Latino parents. 250 Park Avenue South, Suite 5000A, New York, NY 10003. (212) 523–9323. Program Contact: Carmen Lydia Ramos.

The Home and School Institute (HSI)
For more than two decades, HSI has developed practical self-help programs to unite the educational resources of the home, the school, and the community. HSI is currently presenting MegaSkills seminars nationally to train parent workshop leaders (see General Reading List, page 13). Special Projects Office, 1201 16th Street NW, Washington, DC 20036. (202) 466–3633. Program Contact: Dorothy Rich.

Institute for Responsive Education (IRE)
This national research and advocacy organization studies schools and helps them become more responsive to citizen and parent involvement and concerns. IRE publishes the journal *Equity and Choice* and various reports and is principal contact for the new National Center on Families (see Department of Education Initiatives, page 7). 605 Commonwealth Avenue, Boston, MA 02215. (617) 353–3309. Program Contact: Owen Heleen.

International Reading Association (IRA)
This organization works with parents, educators, and researchers to improve reading instruction and increase literacy. IRA also offers information to parents on how to develop lifelong reading habits with their children. 800 Barksdale Road, Newark, DE 19704–8139. (302) 731–1600. Program Contact: Peter Mitchell, Executive Director.

Mexican American Legal Defense and Educational Fund (MALDEF)
This civil rights organization conducts a Parent Leadership Program for promoting the participation of Latino parents as leaders at their children's schools. The program involves a 12-week course, including parent–teacher conferences and meetings with school district officials. 634 South Spring Street, 11th Floor, Los Angeles, CA 90014. (213) 629–2512. Program Contact: Luisa Perez-Ortega.

National Association for the Education of Young Children (NAEYC)
NAEYC offers many resources for educators on all aspects of child development and early childhood education, including parent involvement. A free catalog is available. 1834 Connecticut Avenue NW, Washington, DC 20009. (202) 232–8777. Program Contact: Pat Spahr.

National Association of Partners in Education
This organization helps individuals and groups start and manage school volunteer programs and business–education partnerships. 209 Madison Street, Suite 401, Alexandria, VA 22314. (703) 836–4880. Program Contact: Daniel W. Merenda, Executive Director.

National Black Child Development Institute
This organization provides direct services and conducts advocacy campaigns to improve the quality of life for black children and youth. Family and early childhood education are emphasized, and speakers and publications are available. 1463 Rhode Island Avenue NW, Washington, DC 20005. (202) 387–1281. Program Contact: Sherry Deane.

National Coalition for Parent Involvement in Education (NCPIE)
This organization, composed of more than 25 national education and community life associations, is dedicated to developing effective family and school partnerships. To receive a free brochure, "Developing Family/School Partnerships: Guidelines for Schools and School Districts," other information about NCPIE, and additional parent involvement resources, send a stamped (45 cents), self-addressed, business-sized envelope to NCPIE, Box 39, 1201 16th Street NW, Washington, DC 20036.

National Coalition of Title I/Chapter I Parents (National Parent Center)
This organization provides a voice for Chapter I parents at the federal, regional, state, and local levels. The

Coalition publishes a newsletter, provides training, and sponsors conferences. Edmonds School Building, 9th and D Streets NE, Washington, DC 20002. (202) 547–9286. Program Contact: Robert Witherspoon.

National Committee for Citizens in Education
This organization has many publications for parents and also provides free information and help for parents with school problems. Request a free bookmark with information on parent involvement in the middle school. 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044. 1–800–NETWORK.

National Council of La Raza (NCLR)
This research and advocacy organization works on behalf of the U.S. Hispanic population and provides technical assistance to community-based organizations. NCLR's Project EXCEL is a national education demonstration project which includes tutoring services and parental education. 810 First Street NE, Suite 300, Washington, DC 20002–4205. (202) 289–1380. Program Contact: Denise De La Rosa.

National Information Center for Children and Youth with Handicaps (NICHCY)
This organization provides free information to assist parents, educators, caregivers, advocates, and others in helping children and youth with disabilities. NICHCY provides information on local, state, and national disability groups for parents and professionals and maintains databases with current information on disability topics. Publications include *News Digest* and *Parent Guides*. P.O. Box 1492, Washington, DC 20013. 1–800–999–5599.

Parent–Teacher Associations
National, state, and local PTAs have many resources and materials that can be used at home and at school to support children's learning. For a free list of publications, send a stamped, self-addressed, business-sized envelope to Publications List, National PTA, Department D, 700 North Rush Street, Chicago, IL 60611–2571. Local PTAs may also have the list.

Parents as Teachers National Center (PAT)
PAT encourages parents of children from birth to age 3 to think of themselves as their children's first and most influential teachers. It provides information and training to parents, supports public policy initiatives, and offers parent educator certification. University of Missouri–St. Louis, Marillac Hall, 8001 Natural Bridge Road, St. Louis, MO 63121–4499. (314) 553–5738. Program Contact: Claire Eldredge.

Parent Training and Information Centers, and Technical Assistance to Parent Projects
The Office of Special Education Programs supports a network of 60 Parent Training and Information Centers in all 50 states and Puerto Rico to enable parents to participate more effectively with professionals in meeting the educational needs of children with disabilities. Technical Assistance to Parent Projects (TAPP) provides technical assistance and coordination to the 60 PTIs and to developing minority programs in urban and rural locations. 95 Berkeley Street, Suite 104, Boston, MA 02116. (617) 482–2915. Program Contact: Martha Ziegler.

Federal Agencies

Department of Health and Human Services
Office of Human Development Services
200 Independence Avenue SW
Washington, DC 20201

- Administration for Children, Youth and Families
  (202) 245–0347

Department of Agriculture
Extension Service
3443 South Building
Washington, DC 200250

- Human Development and Family Relations
  (202) 447–2018

Department of Education
400 Maryland Avenue SW
Washington, DC 20202–7240

- Office of Educational Research and Improvement
  (202) 219–2050
- Center on Families, Communities, Schools, and Children's Learning
  (617) 353–3309
- National Research Center on Education in the Inner Cities
  (215) 787–3001
- Southwest Educational Development Laboratory
  (512) 476–6861
- Compensatory Education Programs, Office of Elementary and Secondary Education
  (202) 401–1682
- Office of Bilingual Education and Minority Languages Affairs
  (202) 732–5063
- White House Initiative on Hispanic Education
  (202) 401–3008

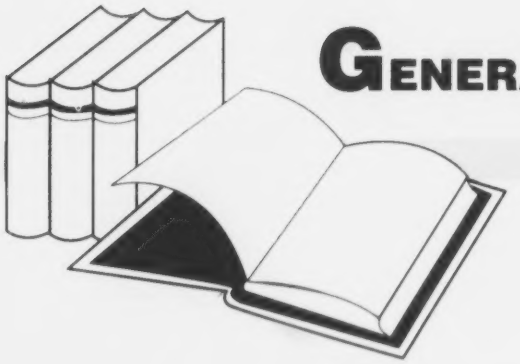
Clearinghouses

ERIC Clearinghouse on Educational Management
University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
(503) 346–5043

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois, College of Education
805 W. Pennsylvania Avenue
Urbana, IL 61801–4897
(217) 333–1386

ERIC Clearinghouse on Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325–1348
(800) 624–9120

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, NY 10027–9998
(212) 678–3433



General Reading List

The following titles cover a range of issues regarding parent involvement. Many of these titles are free; others are available for a fee. To order, contact the agencies listed.

Becoming a Nation of Readers: What Parents Can Do
U.S. Department of Education, 1988

This booklet (Item 447X) lists ideas and sources of information for home activities, based on research, that will improve reading achievement. It also describes what parents should look for in their children's school programs. ($.50). Consumer Information Center, Pueblo, CO 81009.

Beyond the Bake Sale: An Educator's Guide to Working With Parents
Anne Henderson, Carl Marburger, and Theodora Ooms, 1985

Parent involvement experts show how to build parent–school partnerships that go beyond fund-raising and boosterism to involve parents in important aspects of their child's schooling. The guide includes advice on how to involve single, low-income, and working parents. ($8.95). National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

Choosing a School for Your Child
U.S. Department of Education, 1989

This booklet (Item 471X) describes the kinds of schools that may be available in your district and presents suggestions and a checklist to help parents evaluate schools. It includes information on how to transfer from one school district to another and a list of additional resources. Also available in Spanish; see entry under *Cómo Escoger una Escuela para su Hijo*. ($.50). Consumer Information Center, Pueblo, CO 81009.

Communicating With Culturally Diverse Parents of Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children, 1991

This *ERIC Digest* (E 497) offers educators of exceptional children insights into the perspectives, communication styles, values, and beliefs of culturally diverse parents. Includes guidelines for providing parents with information and support. (Free). ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091–1589.

Communicating With Parents
Janet Chrispeels, Marcia Boruta, and Mary Daugherty, 1988

This 300-page volume explores the many ways that schools communicate with parents and gain parent support and involvement. Topics include school newsletters and handbooks, homework, volunteers, progress reports, contracts, home visits, and telephone tips. Both schoolwide and classroom strategies for various grade levels are provided. ($28.00). San Diego County Office of Education, 6401 Linda Vista Road, Room 407, San Diego, CA 92111–7399.

Cómo Escoger una Escuela para su Hijo
Departamento de Educación de los Estados Unidos, 1991

Aunque al presente se está considerando un número de acciones legislativas sobre la cuestión de la selección de escuelas, existen opciones para sus hijos ahora mismo. *Cómo Escoger una Escuela para su Hijo* le ayudar a encarar esas opciones, a hacer las preguntas correctas y a tomar sus decisiones. Se ofrecen ejemplares gratuitos en español de *Cómo Escoger una Escuela para su Hijo*.

Para obtener un ejemplar gratuito, envíe su nombre y dirección a: National Clearinghouse for Bilingual Education, 1118 22nd Street NW, Washington, DC 20037.

The Evidence Continues To Grow: Parent Involvement Improves Student Achievement
Anne Henderson, 1987

The research points to the benefits of including parents in school programs, encouraging parents to monitor children's schoolwork at home, and calling parents in to help when children are failing. This publication summarizes 49 studies and analyzes major conclusions. ($10.00). National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

Families and Early Childhood Programs
Douglas R. Powell, 1989

This publication (#142) reviews information on relations between families and early childhood programs and on the operation and effectiveness of parent education and support programs. It includes research and theoretical perspectives as well as promising directions for program practices. ($6.00). NAEYC Publications, 1834 Connecticut Avenue NW, Washington, DC 20009–5786.

Family Support, Education, and Involvement: A Guide for State Action
Council of Chief State School Officers, 1989

The guide presents discussions and research on the benefits of family support, education, and involvement programs; identifies state strategies, actions, and programs to encourage implementation of such programs in schools with significant concentrations of students at risk; and lists resources and organizations that provide leadership in these areas. ($10.00). Council of Chief State School Officers, 400 North Capitol Street NW, Washington, DC 20001–1511.

The Forgotten Factor in School Success: The Family. A Policymaker's Guide
Dorothy Rich, 1985

This guide describes specific programs, policies, and low-cost methods to support the educational role of the family and mobilize schools and families to work together in educational partnerships. ($5.00). Home and School Institute, 1201 16th Street NW, Washington, DC 20036.

Help Your Child Become a Good Reader
U.S. Department of Education, 1985

This pamphlet (Item 449X) describes more than a dozen activities that will make your children successful readers and discusses important factors that influence success and interest in reading. Tips for teaching reading fundamentals are based on everyday occurrences and household items. ($.50). Consumer Information Center, Pueblo, CO 81009.

Help Your Child Do Better in School
U.S. Department of Education, 1985

This pamphlet (Item 450X) provides tips for adults to help children in all grades improve their study skills. Addresses such concerns as attention, motivation, and study habits. ($.50). Consumer Information Center, Pueblo, CO 81009.

Help Your Child Improve in Test-Taking
U.S. Department of Education, 1985

This pamphlet (Item 451X) offers simple techniques to help children at all grade levels avoid "test anxiety" and prepare for teacher-made and standardized tests. Includes some advice for parents as well as suggestions for followup after the test. ($.50). Consumer Information Center, Pueblo, CO 81009.

Help Your Child Learn Math
U.S. Department of Education, 1985

This pamphlet (Item 452X) contains suggestions for helping children in grades 1–3 connect their real-life experiences with the math skills of counting, estimating, and measuring. Includes guidance on how to correct children's mistakes and build their knowledge and confidence. ($.50). Consumer Information Center, Pueblo, CO 81009.

Help Your Child Learn To Write Well
U.S. Department of Education, 1985

This pamphlet (Item 453X) suggests simple strategies for adults to help encourage children to express their ideas through writing. Covers the writing process and outlines enjoyable activities for kids to try. ($.50). Consumer Information Center, Pueblo, CO 81009.

General Reading List (continued)

Helping Your Child Learn Geography
U.S. Department of Education, 1991

This booklet (Item 454X) is designed to teach children the fundamentals of geography in a format that is challenging and fun. It includes a fold-out, outline map of the United States to test children's newfound knowledge. ($.50). Consumer Information Center, Pueblo, CO 81009.

Helping Your Child Learn Science
U.S. Department of Education, 1991

This booklet (Item 611X) suggests ways for parents to interest children from ages 3 to 10 in science. It includes a sampling of family activities, tips on encouraging schools to develop good science programs, and recommended books and materials. (Free). Consumer Information Center, Pueblo, CO 81009.

Helping Your Child Use the Library
U.S. Department of Education, 1989

This booklet (Item 455X) explains how parents can introduce children to the library. It discusses programs and activities for children of all ages and for those with special needs. ($.50). Consumer Information Center, Pueblo, CO 81009.

How Can Parents Get More Out of School Meetings?
Educational Resources Information Center, 1989

This pamphlet offers suggestions to help both parents and teachers make parent–teacher conferences more productive. (Free). ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850.

Improving Schools and Empowering Parents: Choice in American Education
U.S. Department of Education, 1989

This report describes a White House workshop on choice in education; the possibilities of implementing choice; and benefits for schools and parents when programs of choice are carefully planned, developed, and monitored. (Free). Education Information Branch, U.S. Department of Education, 555 New Jersey Avenue NW, Washington, DC 20208–5641.

Increasing Parental Involvement as a Means of Improving Our Nation's Schools
Evelyn K. Moore, Black Child Development Institute, Inc., 1990

This publication focuses on approaches to meaningful parent involvement, the need for innovation in family–school relationships, and barriers that impede parent involvement. It describes model programs and includes suggestions for creating cooperative and understanding home–school relationships. A parent resource guide is included, describing 18 experiences that promote children's development and help prepare them for school. (ED 325 232, $6.24). ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153–2852.

Involving At-Risk Families in Their Children's Education
Lynn Balster Liontos, 1991

This *ERIC Digest* discusses, in a question-and-answer format, who is at risk, why at-risk students especially need their parents to be involved in their education, why schools have not been successful in reaching these parents, and what schools and educators can do. ($2.50). Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street NW, Eugene, OR 97403–5207.

Involving the Families of At-Risk Youth in the Educational Process
Lynn Balster Liontos, 1991

This publication presents background information educators need to know if they want to involve families who are poor, nonwhite, or speak a language other than English. It explores barriers that stand in the way of reaching at-risk families and proposes ways of overcoming these barriers. ($6.00). Publication Sales, ERIC

Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street NW, Eugene, OR 97403–5207.

Involving Parents in the Education of Their Children
Patricia Clark Brown, 1989

This *ERIC Digest* discusses ways to involve parents in the education of their children, methods for reaching them, and barriers to overcome in the process. (Free). ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, IL 61801.

Making the Most of Your Child's Education: A Guide for Parents
Elena Pell, 1989

This publication provides advice for Hispanic parents on how to help their children succeed academically. Each chapter includes discussion questions and exercises to help parents work with other parents to improve their children's success. ($5.00). Spanish translation available. ASPIRA Association, 1112 16th Street NW, Suite 340, Washington, DC 20036.

MegaSkills: How Families Can Help Children Succeed in School and Beyond
Dorothy Rich, 1988

This publication describes many easy, enjoyable, and inexpensive home learning activities for parents to teach children basic values, attitudes, and behaviors affecting their future achievement. Includes step-by-step instructions on how parents can teach MegaSkills at home, and helps parents make the best use of limited family time. ($8.95). Houghton Mifflin Company, Wayside Road, Burlington, MA 01803.

Parental Involvement in Education
U.S. Department of Education, 1991

Part of the Policy Perspectives Series, this report by James S. Coleman discusses "social capital"—social relations within the family or the community that are important for children's development. The author examines transformations in American households and asserts that schools have a new role to play in rebuilding social capital in communities and families. ($1.50). Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Parent Education and Support Programs
Douglas R. Powell, 1990

This *ERIC Digest* describes current programmatic efforts to inform and support parents. It briefly reviews the research evidence on the effectiveness of parent education and support programs. (Free.) ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, IL 61801.

Parent Involvement and Success for All Children: What We Know Now
Susan McAllister Swap, 1990

This review of the evidence linking parent involvement and student achievement argues that an approach embodying "partnership for school success" holds the greatest promise for making an impact. ($7.50). Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215.

Parent Involvement in Elementary Language Arts: A Program Model
Marge Simic, 1991

This *ERIC Digest* documents a program to encourage parent participation in the elementary language arts classroom. The program addresses volunteering in the classroom as well as parental participation at home. (Free). ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 East 10th Street NW, Bloomington, IN 47408–2698.

Parent Involvement in the Educational Process
David Peterson, 1989

This *ERIC Digest* discusses, in a question-and-answer format, the benefits of parent involvement, what parents can do to improve their children's performance, the special challenges of involving parents of at-risk children, how schools can get parents involved, and how districts can implement parent involvement programs. ($2.50). Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street NW, Eugene, OR 97403–5207.

General Reading List (continued)

Parents and Schools. The Harvard Education Letter
November/December 1988

This newsletter discusses home reinforcement of learning, low-income children, and building trusting and respectful home–school ties. It also includes an interview regarding successful school–parent relationships and short sections on homework as a family activity and parents and special education placement. ($3.50). *The Harvard Education Letter*, 79 Garden Street NW, Cambridge, MA 02138.

Parents: Here's How To Make School Visits Work
U.S. Department of Education, 1986

This brochure discusses planning a visit; questions to ask on school atmosphere, curriculum, children's progress, and parent involvement; and suggestions for working parents. (Free). Education Information Branch, U.S. Department of Education, 555 New Jersey Avenue NW, Washington, DC 20208–5641.

Phi Delta Kappan
January 1991

This issue contains a large special section on various aspects of parent involvement, including articles on several state and school district initiatives, Chapter 1 programs, and federally funded demonstration programs. ($3.50). *Phi Delta Kappan*, P.O. Box 789, Bloomington, IN 47402.

Schools and Communities Together: A Guide to Parent Involvement
Karen Reed Wikelund, 1990

This publication offers tips and strategies for breaking down school–home barriers and bringing parents into their children's educational lives; describes roles and responsibilities for administrators, teachers, outreach workers, parents, community members, and children; and cites research and results of demonstration projects in two elementary schools. ($9.95). Northwest Regional Educational Laboratory, Document Reproduction Service, 101 SW Main Street, Suite 500, Portland, OR 97024.

Together Is Better
Hispanic Policy Development Project, 1990

This booklet documents effective strategies (and warns against some noneffective ones) for encouraging and promoting increased involvement on the part of Hispanic parents. The strategies were the result of a 3-year effort involving 42 school projects nationwide. HPDP, Inc., 250 Park Avenue South, Suite 5000A, New York, NY 10003.

Working With Families: Promising Programs To Help Parents Support Young Children's Learning
U.S. Department of Education, 1991

This report describes the practices of 17 family education programs that seek to engage disadvantaged parents in assisting their children to succeed in school. Focusing on parents of children ages 3 to 8, the report offers practitioners' experience with such challenges as recruiting and retaining parents, determining staffing patterns, and establishing ties with the schools. (Free). U.S. Department of Education, Room 4049, 400 Maryland Avenue SW, Washington, DC 20202–4110.

For Your Information

"For Your Information" is a column to help you stay abreast of important ERIC System developments. It provides information about new programs, products, and services from ERIC Clearinghouses and Support Components.

1992 Calendar and *Clearinghouse Publications Catalog* Available From ACCESS ERIC

It is not too early to order your *1992 ERIC Calendar of Education-Related Conferences*, a compilation of hundreds of international, national, state, regional, and local education-related conferences to be held within the next 12 months. Each entry includes conference site, sponsor, contact person, registration information, estimated attendance, and target audience. Five indexes are included to help you identify conferences of interest quickly and easily according to name, date, geographic location, sponsor, or subject. In addition, you will be able to find out which ERIC Clearinghouses and Support Components will be participating at each conference, either as exhibitors or presenters. Order the *1992 Calendar* from ACCESS ERIC for $15.00 prepaid. Calendars will be available in December 1991.

The ERIC System includes not only the world's largest education database, but also 16 subject-specific ERIC Clearinghouses (see the back cover of this issue for their names and addresses). These Clearinghouses are subject authorities responsible for acquiring significant literature within their scope and cataloging, indexing, and abstracting it for the database. They produce research summaries called *ERIC Digests*, as well as bibliographies, information analyses, and many other products. Many of these titles are available free or at a very low cost. *The Catalog of ERIC Clearinghouse Publications* offers a complete listing of titles currently available from the Clearinghouses. It includes ordering information and a comprehensive subject index. *The Catalog of ERIC Clearinghouse Publications*, $8.00 prepaid, will be available from ACCESS ERIC in November 1991.

Be an ERIC Author

Since the ERIC audience is so broad—consisting of teachers, administrators, librarians, researchers, policymakers, parents, students, and the general public—many different types of documents are examined and collected for inclusion in the database. If you or your group writes any of the following types of material related to education, you may be interested in submitting your work to ERIC:

- Research reports or studies.
- Program or project descriptions or evaluations.
- Speeches, conference papers, or presentations.
- Curriculum or instructional materials.
- Handbooks.
- Bibliographies.
- Tests, questionnaires, or measurement devices.
- Dissertations.

A document does not have to be formally published to be entered into the ERIC database. In fact, the ERIC System seeks out unpublished or "fugitive" material not usually available through conventional library channels. Entering your work into ERIC will ensure its permanent storage in the database and its continuous availability to others.

If you would like to submit a document to ERIC, you may send two legible copies directly to the Clearinghouse most closely related to your subject matter, or, if you are uncertain which Clearinghouse is appropriate, to the following address:

ERIC Processing and Reference Facility
Acquisitions Department
2440 Research Boulevard, Suite 400
Rockville, MD 20850–3238

Include a completed Reproduction Release Form, available by writing or calling the ERIC Facility at (301) 258–5500. This form will allow ERIC to reproduce and disseminate your document if it meets the selection criteria.

THE ERIC Review

Parent Involvement at the Middle School Level

by Nancy Berla

The research is overwhelmingly clear: When parents play a positive role in their children's education, their children do better in school. This is true whether parents are college-educated or grade school graduates and regardless of family income, race, or ethnic background. What counts is that parents have a positive attitude about the importance of a good education and that they express confidence that their children will succeed. Major benefits of parent involvement include higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.

Importance of Parent Involvement

Many parents are active participants in their children's education at the elementary school level. However, *parent involvement in a child's education during the middle school years (ages 10–14) is as important a factor in a child's success at school* as it is in earlier grades. Yet several factors make parental involvement at this level more difficult. One is the more impersonal structure of the middle school, with each student assigned to 5 or 6 teachers, and each teacher responsible for instructing as many as 150 students each day. Another factor is the attitude of boys and girls in early adolescence: they are striving toward independence from parents at the same time they are in constant need of support and reassurance. In addition, seldom is parent involvement actively encouraged by junior high or middle schools. In fact, they may even discourage parents from active participation in their children's education. It is critical, therefore, that parents take the initiative to stay involved, both through contact with the school and through attitudes and activities at home.

What Parents Can Do at Home

Even if parents spend little time at school, they can demonstrate to their middle-school-age child their expectations for educational success and their availability to provide support and advocacy. Here are a few suggestions for parents:

- Communicate every day with your son or daughter about what happened that day at school. Be available to listen to your child's concerns and criticisms about teachers, courses, and policies without lecturing or arguing. Be ready to offer praise and extend help. Be honest—support what you feel is good about the school, but also share your concern if you think that the school's policies and practices are harmful to your child.

- Encourage your child to do his or her homework every night by suggesting an acceptable time and a quiet place, and being available if and when he or she needs help. If you don't know the subject or speak the language, you can be supportive and help your child by assisting him or her in identifying the steps necessary to complete the assignment.

- If your middle schooler consistently and continually expresses complaints about the teachers, the courses, or school policies, be prepared to take action. Call the school and make an appointment to meet with the teacher, guidance counselor, or principal at the school. If scheduling is a problem, conduct the meeting by telephone. Try to find a solution to the problem *before* it interferes with your child's learning and success at school.

How Parents Stay Involved With the School

The following are suggestions to help parents stay involved at the middle school level:

- Get to know several teachers rather than just one. Let all of them know that you expect your child to do well in school. Introduce yourself to the principal, too. Don't wait for a problem to arise. Make that first meeting a friendly, positive one.

- Stay in touch with the counselors. In many schools, it is their job to keep track of the students and get in touch with parents if problems develop. And check to make sure your child stays in touch with the counselors, too.

Nancy Berla is the Director of the Help Line and ACCESS Clearinghouse of the National Committee for Citizens in Education.

■ Collect and carefully read information on school policies and curriculum. The school may have a handbook that contains this information. Review your child's school records each year. It is your right to examine your child's records, and you may be surprised by what they contain.

■ Monitor your child's test scores and academic performance carefully, especially in any subjects in which he or she has had trouble or is below grade level. Be prepared to ask teachers or counselors for help if needed.

■ Ask for periodic parent–teacher conferences, either during the day or in the evening. They may not be scheduled automatically near report card time as they were during elementary school. If you don't speak or understand English, request a translator for the conference.

■ Communicate with your child about each problem that develops, then contact the appropriate school staff person to help you resolve it.

■ Check any special education placement. If you have a question about whether it is the best decision for your child, get some expert help. Ask if there is an advocacy program for parents of special education students.

■ Become acquainted with other parents and form support or parent action groups to work on problems or issues of mutual concern.

■ Respond to notes and other communications from school. The middle school student's locker is a bottomless pit, so be sure to ask your child every couple of days if there are any messages from school.

How Middle Schools Encourage Parent Involvement

Once children become preteens, parents often think they should back off and let adolescents be independent. Certainly, young adolescents need to take on more responsibility for managing their own lives as they get older, but they are not yet ready to be on their own. Schools often send a not-too-subtle message that parents who come to school, frequently ask to see teachers, or spend a lot of time with their kids are meddlesome or unable to "let go."

Children at this age need their parents more than ever. They need caring adults with whom to share their increasingly complex and grownup thoughts. They need reassurance that they are loved and cared for. They need help understanding the rules of the adult world. They need to know that some very basic and important things do not change, even when everything else does.

"The middle school student's locker is a bottomless pit, so be sure to ask . . . if there are any messages from school."

Schools that understand young adolescents work actively to keep their parents informed and involved. Such schools are organized so that someone knows each student well and stays in touch with the parents. These schools also provide occasions for parents to visit the school. School visitations allow parents to see things for themselves, meet the staff, and get to know the other students and their parents. They also make parents feel welcome at all times.

Schools with good partnerships with parents have some attributes in common:

■ A clear, welcoming parent involvement policy is published for all to see and posted in a prominent place. The policy states when the school is open to parents and whether parents can visit the classrooms at any time; when teachers are available for parent conferences; what hours the principal sets aside for parents; and when parents may use school facilities for meetings and social events.

■ The school is organized so that at least one person knows each child well—how the child is doing in all subjects and how he or she is adjusting socially to the middle school environment. That person stays in touch with parents, not only to tell them about trouble but also to share successes.

■ The school office is friendly and open. Parents are treated with respect and are not kept waiting.

■ The school sponsors parent-to-parent communication and events.

■ A full-time parent contact person is responsible for bringing parents and school together. This person helps parents understand the school structure and personnel, telephones parents when their child misses school, talks to teachers about parent concerns and needs, greets parents when they come to school, arranges school tours for new families, and makes home visits. An alternative for schools that cannot afford a full-time contact person is to allow teachers time for these activities.

■ There is a parent room in the school building equipped with comfortable places to sit; a telephone; books about middle school-age children; and information about school policies, programs, and curriculum.

■ Parents and school staff work together to determine parents' needs and provide necessary services. Sometimes, parents will need things that don't seem directly related to how their children are doing in school, such as help understanding the immigration laws or medical care for a sick grandparent. Ideally, the school is also a center for community services that will help its students' families.

■ Parents whose primary language is not English are welcome at the school, and a translator is provided to help them communicate with teachers and administrators.

Middle schools can take the initiative to encourage parent involvement; the payoff is well worth the effort because everyone benefits—the school, the parents, and the children. A little

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THE ERIC Review

Los Padres Tambien Deben Participar en la Escuela Intermedia

Por Magdalena C. Lewis

Los resultados de las investigaciones hechas recientemente son bastante claros: *cuando los padres participan activamente en la educación, sus hijos se desempeñan mejor en la escuela.* El nivel educativo de los padres, su nivel socio-económico o el origen étnico o racial de la familia no son los factores determinantes de estos resultados. Lo esencial es la actitud positiva de los padres en relación con la importancia de una buena educación y la confianza de que sus hijos van a tener éxito. Se incluyen en los beneficios de la participación de los padres calificaciones y resultados de pruebas más altos, actitud y conducta positiva, programas académicos de más éxito y escuelas más efectivas.

Además de los beneficios anotados anteriormente, la participación de los padres con diferente origen cultural y pocos conocimientos de inglés trae otras consecuencias positivas para la familia, la escuela y los niños: ayuda a sobreponer la barrera cultural que separa la escuela y el hogar, la familia tiene la oportunidad de conocer el sistema escolar americano, los maestros pueden tener mejor entendimiento de las personas con diferente antepasado cultural y los niños reciben el apoyo de los adultos para enfrentar los problemas debidos a las diferencias culturales.

Importancia de la participación de los padres

Muchos padres son participantes activos en la educación de sus niños al nivel de la escuela primaria. Sin embargo, la participación de los padres durante la escuela intermedia (10 a 14 años) es tan importante para el éxito de su hijo, como ésta ha sido en los primeros años. Esto es más difícil de lograr debido a diferentes factores. Ante todo, la estructura impersonal de la escuela intermedia, donde todos los estudiantes tienen cinco o seis maestros y cada uno tiene la responsabilidad de enseñar su materia a más o menos 150 estudiantes al día. Luego, la actitud de los jóvenes en la temprana edad de la adolescencia; ellos quieren su independencia de los padres y al mismo tiempo quieren el apoyo y seguridad de la familia. Además, rara vez en la escuela secundaria se motiva a los padres a participar activamente. Todos estos factores ayudan a desanimar y disuade a los padres de tomar parte activa. Sin embargo, es importante que los padres tomen la iniciativa de continuar su participación tanto en la escuela como en el hogar con su actitud y actividades diarias.

Qué pueden hacer los padres en el hogar

Aunque los padres pasen muy poco tiempo en la escuela, ellos pueden demostrar a sus hijos adolescentes su deseo de que ellos tengan éxito académico y su disponibilidad para proveer apoyo y protección cuando se presenten los problemas.

He aquí algunas sugerencias de participación de los padres en el hogar:

- Comuníquese todos los días con su hijo sobre lo que ha pasado ese día en la escuela. Esté dispuesto a escuchar las preocupaciones y críticas que él tiene de los maestros, cursos y reglamentos sin regaños o peleas. Esté listo a elogiar y a ofrecer ayuda. Sea honesto, apoye lo que usted cree que es bueno de la escuela, pero también comparta su preocupación si usted cree que las políticas y prácticas de la escuela son perjudiciales para su hijo.

- La hora de hacer la tarea puede convertir el hogar en un campo de batalla si esta actividad no se hace en forma sistemática. Hay dos cosas importantes que los padres y sus hijos adolescentes deben entender: la tarea es la responsabilidad de los niños, ellos son los que van a la escuela y tienen que responder a los maestros. Segundo, usted es el asesor. Su trabajo como padre es estar dispuesto a ayudar cuando sea necesario y estar seguro de que el niño termine sus tareas. Para hacer esto usted no necesita tener grado universitario o saber inglés perfectamente. Después de todo, usted no es quien va a hacer la tarea! Su papel es fijar el tiempo, un lugar adecuado, los materiales necesarios y dar al hijo su apoyo sin condiciones.

Magdalena Lewis es la directora de "Padres a la escuela" (PAE); programa de NCCE para motivar a la familia hispana a participar activamente en la educación de sus hijos.

Cómo los padres continúan su participación en la escuela

He aquí algunas sugerencias para ayudar a los padres a participar en la escuela intermedia:

■ Conozca varios maestros, no solamente uno. Déjeles saber que usted espera que su hijo se desempeñe bien en la escuela. No espere a que se presenten los problemas para hablar con el maestro.

■ Manténgase en contacto con los consejeros. En muchas escuelas es el trabajo de ellos conocer a los estudiantes y llamar a los padres cuando hay problemas.

■ Lea cuidadosamente la información sobre el currículo y reglamentos de la escuela. La escuela debe tener un manual al respecto. Examine y revise anualmente el archivo escolar de su hijo; es su derecho y usted puede sorprenderse de lo que hay allí.

■ Manténgase informado sobre las calificaciones y los resultados de los exámenes de su hijo, especialmente en las materias donde tiene problemas o está por debajo del nivel del grado. Pida ayuda si es necesario.

■ Solicite reuniones periódicas con los maestros. Si usted no habla o entiende de inglés, solicite un traductor o traiga un amigo o familiar bilingüe.

■ Revise la ubicación de su hijo en programas de educación especial. Si usted tiene dudas sobre esto, pida ayuda de un experto.

■ Pida información sobre los programas de inglés como segundo idioma o educación bilingüe. Póngase de acuerdo con la maestra para ubicar a su hijo en el programa que más se adapte a sus necesidades.

■ Relaciónese con otros padres de familia y forme grupos de apoyo para ayudar a resolver los problemas o temas de interés mutuo.

■ Conteste las notas y otros comunicados enviados por la escuela. Si por razones de idioma usted no entiende estos mensajes, solicite al director que se los envíe en el idioma que usted puede entender. Pregunte frecuentemente a su hijo si hay un mensaje de la escuela.

Cómo las escuelas intermedias motivan la participación de los padres

Una vez que los jóvenes llegan a la edad de la adolescencia, algunos padres creen que deberían alejarse un poco y dejarlos ser más independientes. Ciertamente los jóvenes adolescentes, en tanto que van creciendo, deben tomar la responsabilidad de sus vidas, pero ellos no están listos para hacerlo solos. Algunas escuelas envían mensajes no muy apropiados para dejar saber a los padres, que aquellos que vienen a la escuela, o quieren ver al maestro frecuentemente o pasan mucho tiempo con sus hijos son entrometidos y sobreprotectores.

"... cuando los padres participan activamente en la educación, sus hijos se desempeñan mejor en la escuela ..."

Los jóvenes a esta edad necesitan de sus padres más que nunca. Ellos necesitan amigos adultos con quien compartir sus cada vez más complejos pensamientos de adulto. Ellos necesitan saber que las personas mayores se interesan y que son queridos. Ellos necesitan ayuda para entender las reglas en el mundo de los adultos. Necesitan saber que algunas cosas básicas muy importantes no cambian aun cuando todo lo demás esté cambiando.

Las escuelas que entienden a los jóvenes adolescentes trabajan activamente para mantener a los padres informados y participando. Están organizados de tal forma que alguien conoce bien a cada estudiante y esta persona es responsable por mantenerse en contacto con los padres. Ellos crean oportunidades para que los padres vengan a la escuela, vean las cosas por si mismos, conozcan el personal, a otros estudiantes y a sus padres. Ellos hacen que los padres se sientan bienvenidos a todo momento.

Atributos de una escuela con buenas relaciones con los padres

■ La escuela tiene una política clara de bienvenida a la participación de los padres. Esta política está expuesta en un lugar visible y está escrita en varios idiomas para que todos los padres tengan la oportunidad de entender y participar.

■ Organiza la escuela de tal manera que por lo menos una persona conoce bien los niños; cómo se están desempeñando en todas las materias y qué tan bien se están ajustando al ambiente social de la escuela intermedia. Esta persona está en contacto con los padres no solamente cuando hay problemas pero también para compartir las cosas buenas.

■ El personal de la oficina de la escuela es amistoso, trata a los padres con respeto y no se le hace esperar.

■ La escuela patrocina actividades y comunicación entre los padres.

■ Una persona contacto de tiempo completo es responsable por mantener una relación positiva entre el hogar y la escuela.

■ En el edificio escolar hay un salón para padres con sillas cómodas, con teléfono, libros sobre la adolescencia e información sobre currículo, políticas y programas escolares.

■ Los padres y el personal de la escuela trabajan juntos para determinar las necesidades de los padres y proveer los servicios necesarios. La escuela puede y debe ser el centro para servicios comunitarios que ayuda a sus propias familias.

■ Las familias que no hablan inglés son bienvenidas a la escuela y se les provee un traductor para ayudarles a comunicarse.

Las escuelas intermedias pueden tomar la iniciativa para motivar los padres a participar; los resultados de dicha participación tienen un valor significativo y benefician a la escuela, a los padres y a los niños. Un poco de orientación y motivación puede ser lo necesario para que los padres de los estudiantes a este nivel participen activamente en la educación de sus hijos. Ahora que la investigación ha revelado los beneficios de la participación para el logro académico de los estudiantes y para mejorar las escuelas, es hora para que tanto la familia como la escuela sean socios en el proceso educativo de los estudiantes de la escuela intermedia.

La mayoría de la información para este artículo ha sido extraída del libro *The Middle School Years: A Parents' Handbook*, por Nancy Berla, Anne T. Henderson y William Kerewsky. Este manual de 92 páginas, disponible en inglés, incluye información sobre las características de una buena escuela intermedia, las necesidades físicas, académicas y sociales de los jóvenes adolescentes y muchas ideas de cómo participar activamente en la educación de los niños. Se puede conseguir en el National Committee for Citizens in Education (NCCE), 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044, por un valor de $9,95 más $2,00 para correo y manejo. Para más información sobre participación de los padres en todos los niveles escolares llame gratis a la Línea de Ayuda, 1–800/NETWORK (638–9675). Consejeros bilingües (inglés y español) proveen a las personas que llaman con información, consejos y apoyo en temas y problemas relacionados con educación. Solicite gratis el marcador de libros con información sobre la participación de los padres en la escuela intermedia.

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Parent Involvement at the Middle School Level

guidance and encouragement may be all parents of students in these grades need to become more active in the education of their children. Now that research has confirmed the benefits of parent involvement in promoting student achievement and improving schools, it is time for parents and schools to become partners in the education process of middle school students.

Much of the information contained in this article was drawn from *The Middle School Years: A Parents' Handbook*, which discusses the characteristics of a good middle school; the academic, social, and physical needs of early adolescents; and ideas for parent involvement. For copies, write the National Committee for Citizens in Education (NCCE), 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 ($9.95 plus $2.00 for postage and handling).

For more information about parent involvement at all levels of schooling, call the NCCE Help Line, 1–800–NETWORK (638–9675). Counselors (including a bilingual counselor to speak with Spanish-speaking parents) provide callers with free information, advice, and assistance on a wide range of problems and issues related to education. Call for a free bookmark with information on parent involvement in the middle school.

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literature in a separate monthly publication, *Current Index to Journals in Education*.

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THE ROLE OF BUSINESS IN EDUCATION

by Alan Baas

ERIC Clearinghouse on Educational Management
ERIC Digest Series No. EA-021-581

Business and education are two vital but different streams that feed American culture. Typically, business values and methods are more tangible—product-oriented—while education is concerned with less concrete goals such as helping our young become good citizens. Today, motivated by a need for an improved labor force, businesses are working with schools in ways that can affect every aspect of the education process. And educators, prompted by increasing conflicts between resources and goals, have been encouraging this involvement.

So far, business' participation has been relatively benign, but judging from the wealth of literature on the topic, its role in education needs careful assessment.

What Are the Present Configurations of School–Business Cooperation?

Partnerships, with their roots in the volunteer programs of the 1950s and 1960s, have become the predominant type of school–business cooperation, according to Daniel Merenda, the executive director of the National Association of Partners in Education. Most of them are still locally driven by volunteers who serve in classrooms under the supervision of school staff. Typically, they are not focused on vocational education, though business support is often more effective in that area. Rather, they are aimed at early intervention in the educational process in an attempt to better provide a sound general education that will generate better educated workers.

Partnerships may be highly structured or very casual, depending on the types of intervention they are designed to achieve. Formalized partnerships occur more frequently in urban situations. In suburban and rural areas, smaller districts simply may not have the leadership resources to organize formally (Mann, 1987). Often they don't want to muddy their funding strategies by drawing on resources from channels other than those already established.

How Extensive Is Business Involvement?

A U.S. Department of Education publication (1988) reports that by the end of the 1988 school year, some

140,800 partnerships had been established, affecting 24 percent of the public school population (9 million students). Small and medium-sized businesses accounted for 38 percent of the programs reported, large businesses accounted for 14 percent, and civic or service clubs took another 16 percent of the pie. The rest was divided among individuals, colleges, government agencies, organizations and foundations, and religious and special interest groups.

Many of the programs focused on math and science, with career awareness and civic education receiving the next greatest attention. Fewer concrete programs were found in reading, arts and humanities, drug and dropout prevention, and assistance to the disadvantaged.

What Are the Advantages of Such Cooperation?

Schools are gaining much-needed pragmatic support as businesses come forward to donate or loan equipment and supplies and share employees and executives to help with school management. Industries and businesses are also opening their doors to help teachers upgrade or develop new skills and learn about the labor market in their fields. The most widespread form of business help still takes place in the classroom, where volunteers released from their jobs serve as visiting tutors. On occasion, businesses invite students to come to them for learning.

Partnerships give business people the chance to work directly to improve the skills of future entry-level workers (MacDowell, 1989). Also, a more concrete presence in the schools helps businesses improve their public image and increase understanding of their products and services.

Less tangibly, school–business partnerships allow a greater sharing of ideas to take place among all sectors of the community. Business leaders are often community leaders; an intimate acquaintance with day-to-day teaching problems can help them provide more efficient support to school funding and policy issues. Similarly, by learning more about careers and real-world applications of the skills they encounter in school, students can make more informed choices about their futures.

How Can Schools Develop Successful Relationships With Businesses?

School leaders need to be clear with themselves regarding the extent and kind of involvement they want businesses to have in their schools. Once they have done that, they should stick to common sense action steps such as Mykleby (1987) outlines:

- Plan for long-term endeavors and identify the benefits to be gained by all participants. Set goals carefully and build task forces that represent different interest groups to help advise school boards on policy development.

- Refine these policies through frequent planning sessions. Be flexible and sensitive to the obligations of all participants. Provide a continuous, centralized communication and a monitoring and evaluation procedure to stabilize the process.

- Train both the volunteers from business and the educators who will be working with them. Explain what is expected and give teachers time to plan lessons with volunteers. Build teams and let them work out the details.

- Encourage site visits by teachers and students.

What About the Problem of Business Dominance?

Public schools have received many challenges in recent years concerning the quality of the students they are releasing into society. When a force as powerful as business moves into education territory, more controversy is inevitable.

Esther Schaeffer, senior vice president for policy at the National Alliance of Business (NAB), admitted recently in *Education Week* (Bradley, 1990) that there is "a little bit of role reversal . . . in that business is going to the schools with an agenda and wanting to figure out what needs to be done." On the same page, Amoco Corporation chair Richard Morrow is quoted as asserting that the "challenge to corporate America is to provide leadership" regarding technological illiteracy in the workforce. An NAB document by Edelstein (1989) calling for "major systemic change" reinforces this feeling that business people want to influence education.

Top executives such as Xerox's David Kearns (1988) side with the NAB position. When businesses have to teach basic skills to their new workers, they are "doing the schools' product-recall work for them," says Kearns. He urges business to "force the agenda for school reform" or "set its own, one driven by market forces and accountability—unfamiliar ground for politicians and educators." Yet Kearns and other leaders also assert the need for both accountability and more local control for teachers.

So far, while some business leaders may indulge in perhaps excessively biting jabs at education, their intent appears to be supportive of educators' retaining ultimate decisionmaking responsibility. More often, those jabs are directed at problems acknowledged by educators themselves—including top-heavy administration, clumsy management systems, and limited resources—and seek to stimulate educational decision processes toward greater efficiency and clarity.

What Other Controversies Have Surfaced?

The possibility of business goals polluting the educational process is addressed at length by Apple (1987), who warns about "the growing pressure to make the perceived needs of business and industry into the primary goals of the school." The Association for Supervision and Curriculum Development (ASCD) also has stepped forward, arguing that any proposed involvement be consistent with defined educational values and objectives; respond to clearly understood educational needs; support rather than contradict existing educational messages; and be assessed by groups with different views as part of an ongoing review process. "In structuring relationships with business," warns the ASCD (1989–1990),

"educators should remember that the state requires students to attend school. This gives educators the responsibility of ensuring that the welfare of their students, rather than the special interest of any particular group, is promoted by school programs."

Business' interest in open enrollment offers some educators a more threatening red flag. Writing in a recent issue of *Barron's*, Brody (1990) argues that "freeing parents to bail out of bad schools is the only mechanism that can compel them to change." He cites bills pending in half the nation's state legislatures concerning at least limited freedom for parents to decide which school their children will attend. A Minnesota school teacher, however, sees a different picture emerging. Pearson (1989) argues that "educational benefits will be increasingly unequal under the open-enrollment plan."

What Does the Future Look Like?

Looking at the more than 700,000 students dropping out each year, Mann (1987) sees little hope for "interim solutions." Nor does he see business partnerships as "levers of reform." Typically, he finds, businesses will relocate plants and purchase worker training programs more often than they will work on school reform. In the face of mounting pressures to recapture or at least train school dropouts, he, like Apple, has serious concerns about the development of an education-for-profit trend.

Ironically, while many writers worry about damage to our basic democratic principles, those same principles are often exercised vigorously as strongly motivated business leaders learn to work with similarly dedicated educators. It should be noted that business has had an unfair edge in that education has many publicly identified problems. A closer look at what business can do in its own environment is needed. For example, giving employees flexible schedules or even allowances for time off can help parents become better involved in their children's activities. Similarly, affordable childcare at the workplace could improve children's readiness for school as well as expose them to work roles. Business leaders also need to look at the effects that lobbying to remove inventories from tax rolls and sending jobs overseas have on graduates' employment hopes and motivations.

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N.L. McCaslin
Availability: Center on Education and Training for Employment ($4.75).

Presents a comprehensive, systematic approach to evaluation that draws information from two major sources: the vocational education needs of students, employers, and society and program processes and outcomes.

ounseling and Personnel Services

Building Comprehensive School Counseling Programs, 1990
ISBN 1–56109–033–6
Availability: CAPS Publications, ERIC Clearinghouse on Counseling and Personnel Services, 2108 SEB, The University of Michigan, Ann Arbor, MI 48109–1259 ($39.95).

Presents the essential contents of the ERIC Counseling and Personnel Services workshop. Provides detailed procedures and resources on critical topics by national authorities. The workshop covers designing and implementing the school counseling program, promoting career development, precollege counseling, and more.

Career Development: Preparing for the 21st Century, 1990
ISBN 1–56109–032–8
Robert Hanson, editor
Availability: CAPS Publications ($16.95).

Presents the writings of leaders in the field of career guidance and addresses such important topics as the changing face of the workplace; integrating equity into the school; preparing youth for changing roles and tasks in society, work, and family; leisure and career development in the high school years; and remodeling and revitalizing the school years.

ducational Management

At-Risk Youth in Crisis: A Handbook for Collaboration Between Schools and Social Services, 1991
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403–5207 ($7.50 each volume).

A handbook series designed to promote interagency agreement on procedures for schools to follow in managing crisis situations with at-risk students. Volumes currently available—*Introduction and Resources*, *Suicide*, *Child Abuse*, and *Substance Abuse*.

Restructuring Schools: Educators Adapt to a Changing World, 1991
David T. Conley
Availability: ERIC Clearinghouse on Educational Management ($7.00).

Defines restructuring and describes restructuring efforts in 11 dimensions: curriculum, instruction, measurement/assessment, time, technology, learning environment, school–community relationships, governance, working relationships, personnel, and leadership.

lementary and Early Childhood Education

Family Living: Suggestions for Effective Parenting, 1990
ED 313 168
Lilian G. Katz and others
Availability: ERIC/EECE Publications, 805 W. Pennsylvania Avenue, Urbana, IL 61801 (Cat. No. 205, $11.75 plus $1.50 postage and handling).

Features 33 articles on parenting and young children's feelings, behavior, and learning. Also included are *ERIC Digests*, resource lists, and a computer search reprint on parenting and family life. May be reproduced for parents.

Your Child's Vision Is Important, 1990
ISBN 0–87207–167–7
Caroline Beverstock
Availability: Order Department, International Reading Association (IRA), 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714–8139 ($1.75).

Discusses how vision affects your child's progress in school. Offers parents and teachers a guide for monitoring a child's vision. Provides a checklist to help spot vision problems and answers frequently asked questions, such as, "What is the difference between ophthalmologists and optometrists?" Explains how parents can support a child with vision problems to minimize social and psychological effects.

andicapped and Gifted Children

Flyer File on Culturally and Linguistically Diverse Exceptional Learners, 1991
Number E106
Availability: Publications Sales, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 ($24.00).

This preprinted file folder includes a range of material on culturally and linguistically diverse exceptional learners. Some material was originally published by other ERIC Clearinghouses; original digests and excerpts from other publications of the Council for Exceptional Children were also specifically prepared for this file.

Working With Behavioral Disorders Mini Library, 1991
P346
Availability: Council for Exceptional Children ($8.90/book; $72.00/set).

This collection of nine short books is designed to help staff understand problems of specific groups of children with behavior problems. Developed with the practitioner in mind, they can be read in one sitting.

igher Education

High-Risk Students and Higher Education: Future Trends, 1990
ED 321 726
Dionne J. Jones and Betty Collier Watson
Availability: ASHE/ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036–1183 ($17.00).

Reviews the literature on high-risk students at the higher education level. Addresses such questions as, What is the impact of high-risk students on institutions of higher education? Are high-risk students treated differently in elementary and secondary schools? Do instructional styles vary in classrooms depending on students' racial and socioeconomic status?

Pursuing Diversity: Recruiting College Minority Students, 1990
ISBN 1–878380–04–4
Barbara Astone and Elsa Nuñez-Wormack
Availability: ASHE/ERIC Higher Education Report ($17.00).

Addresses the importance of increasing college enrollment among minority students, characteristics of ethnically and racially diverse students, and institutional strategies for fostering diversity. Emphasizes recruiting and institutional climate.

nformation Resources

Accomplished Teachers: Integrating Computers Into Classroom Practice, 1990
ED 322 900
Martha Hadley and Karen Sheingold
Availability: Center for Technology in Education, Bank Street College of Education, 610 West 112th Street, New York, NY 10025 ($5.00).

Summarizes the results of a nationwide survey of teachers of grades 4 through 12 who are experienced and accomplished in integrating computers into their teaching. Major findings show that these teachers are comfortable with computer technology; devote their own time to learning how to use computers; receive local support for using them; work in schools averaging more than twice the number of computers than other schools; use computers for many purposes, including demonstration, instruction, word processing, and promotion of student-generated products; expect more from their students; are able to present more complex materials to their students; and foster more independence in the classroom.

unior Colleges

Models for Conducting Institutional Research: New Directions for Community Colleges, 1991
No. 72
ISBN 1–55542–804–5
Peter MacDougall and Jack Friedlander, editors
Availability: Jossey–Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94101 ($15.95).

Describes contemporary mandates for institutional effectiveness and presents a range of institutional research models that can be used to seek answers to the complex questions posed.

The Role of the Learning Resources Center in Instruction: New Directions for Community Colleges, 1990
No. 71
ISBN 1–55542–803–7
Margaret Holleman, editor
Availability: Jossey–Bass Inc., Publishers ($15.95).

Describes the involvement of learning resources center (LRC) staff in changing curricula and working with faculty to design integrated assignments to teach basic skills and critical thinking and to internationalize the curriculum. Includes descriptions of programs that have been initiated in response to recent trends and new technology. Describes how an LRC can evaluate its role in instruction in order to plan for the future.

anguages and Linguistics

Learning To See: American Sign Language as a Second Language, 1991
ISBN 0–12524–679–2
Sherman Wilcox and Phyllis Wilcox
Availability: Prentice–Hall Regents, Mail Order Processing, 200 Old Tappan Road, Old Tappan, NJ 07675 ($21.20).

Provides a comprehensive introduction to the history and structure of American Sign Language (ASL), as well as to the deaf community and the culture of deaf people, methods of teaching ASL as a second language, and the issues facing the field of ASL instruction.

Writing Our Lives: Reflections on Dialogue Journal Writing With Adults Learning English, 1991
ISBN 0–13969–338–6
Joy Kreeft Peygon and Jana Staton
Availability: Prentice–Hall Regents ($22.67).

Presents the latest thinking on the practice of dialogue journal writing by reading teachers and researchers in adult literacy.

eading and Communication Skills

Adult Literacy: Contexts and Challenges, 1990
G12
Anabel Powell Newman and Caroline Beverstock
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research

Center, Suite 150, 2805 East 10th Street, Bloomington, IN 47405 ($9.95).

Documents the history and development of the adult literacy movement. Defines literacy, suggests means by which to measure it, surveys the emergence of literacy activism and scholarly thinking about literacy, and reports on the efforts of the National Coalition for Literacy.

Peer Teaching and Collaborative Learning in the Language Arts, 1990
Elizabeth McAllister
Availability: ERIC Clearinghouse on Reading and Communication Skills ($9.95).

Defines peer teaching/peer tutoring, gives a brief history of the method, and discusses the theory and economics of cooperative learning. Describes four ways of organizing a peer program and offers suggestions on how to train tutors and design tutoring lessons. Presents six different scenarios detailing how to set up classes at different age and grade levels so that the students can teach and tutor one another. Includes a bibliography, sample evaluation and accomplishment forms, and an "Indiana Jones" map of peer-tutorial progress.

Rural Education and Small Schools

Alternatives to School District Consolidation, 1990
ED 322 612
Bethann Berliner
Availability: ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153–2852 (paper copy $3.12).

Discusses how consolidation has been used as a solution for the problems of small, rural school districts without generalizable evidence that students educated in rural settings underachieve or have deficient English proficiency. Explores alternative solutions—including interdistrict sharing, partial reorganizations, extradistrict cooperation, and the use of intermediary units and instructional technologies—and describes the promises and limitations of such alternatives.

Overcoming Risk, 1991
ED 330 510
Wendy Schwartz and Craig Howley
Availability: ERIC Clearinghouse on Rural Education and Small Schools, ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($10.50).

Provides educators with a background for reviewing a range of issues—from research on risk to program development. Presents two essays by prominent authors on the topic of risk and an extensive annotated bibliography of more than 135 related works recently published by the ERIC Clearinghouses.

Science, Mathematics, and Environmental Education

Add-Ventures for Girls: Building Math Confidence, Elementary Teacher's Guide, 1990
ED 323 096
Margaret Franklin and others
Availability: WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160 ($25.00).

Provides teachers with materials they can use to help young girls achieve in mathematics and take as many math courses as possible in junior and senior high school. Includes strategies, activities, and resources that deal with five major topics: (1) attitudes and math; (2) math relevance; (3) the learning environment; (4) computers, spatial visualization skills, and test-taking skills; and (5) math promotion.

Add-Ventures for Girls: Building Math Confidence, Junior High Teacher's Guide, 1990
ED 323 097
Margaret Franklin and others
Availability: WEEA Publishing Center ($28.00).

Provides teachers with materials they can use to help young women achieve in mathematics and take as many math courses as possible in high school. Includes strategies, activities, and resources that deal with five major topics: (1) attitudes and math; (2) math relevance; (3) the learning environment; (4) computers, spatial visualization skills, and test-taking skills; and (5) math promotion.

Social Studies/Social Science Education

Geography Education for Citizenship, 1990
ED 322 081
Joseph P. Stoltman
Availability: ERIC/ChESS, Social Studies Development Center, Indiana University, 2805 East 10th Street, Bloomington, IN 47408 ($10.00 plus $2.00 for shipping and handling).

Makes a strong case for geography as an essential part of education for democratic citizenship. Surveys literature on teaching and learning and curriculum guides of the 50 state-level departments of education to assess the current

status of geography in the curricula of elementary and secondary schools.

Resources for Teachers on the Bill of Rights, 1991
John J. Patrick and Robert S. Leming, editors
Availability: ERIC/ChESS ($15.00 plus $2.00 shipping and handling).

Offers ideas and information that can enhance education about the constitutional rights of individuals in American history and about the current system of government in the United States. Includes lessons for use in elementary, middle or junior high, and secondary schools.

Teacher Education

Knowing the Subject and Learning To Teach It: Examining Assumptions About Becoming a Mathematics Teacher, 1990
ED 323 207
Deborah Loewenberg Ball and Suzanne M. Wilson
Availability: National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824–1034 ($4.60).

Compares the mathematical understanding and the pedagogical content knowledge of beginning teachers entering teaching through an alternate route program with those entering from three standard teacher education programs.

Tests, Measurement, and Evaluation

Understanding Achievement Tests: A Guide for School Administrators, 1989
ISBN 0–89785–215–X
Lawrence Rudner, editor
Availability: American Institutes for Research, Washington Research Center, 3333 K Street NW, Washington, DC 20007 ($14.21).

Offers information about tests and testing procedures for school district staffs. Gives practical information about selecting and administering tests and reporting results. Includes addresses of test publishers and a glossary of testing terms.

Urban Education

Testing Students in Urban Schools: Current Problems and New Directions, 1990
ED 322 283
Carol Ascher
Availability: ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($8.00).

Reviews the literature on testing urban students, which indicates that standardized tests may not reflect accurately the ability and achievement of poor minority children. Discusses new performance-based assessment practices and techniques for improving urban education.

Office of Educational Research and Improvement (OERI)/U.S. Department of Education

Publications for Parents: Helping You Help Your Child Learn, 1991
PIP 91–920
Availability: OERI, Education Information Branch, 555 New Jersey Avenue NW, Washington, DC 20208–5641 (Free).

Describes several low-cost, easy-to-read pamphlets and booklets about helping parents help their children learn. Based on sound research, the materials cover geography, science, library use, math, reading, test-taking, general study tips, school choice, and education spending. Publications described in this catalog are available through the Consumer Information Center; an order form is included.

Women at Thirtysomething: Paradoxes of Attainment, 1991
065–000–00451–8
Clifford Adelman
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($4.25).

Describes the educational careers and labor market experiences of women in the high school class of 1972 through the time they were 32 years old. Reports that women's educational achievements were superior to those of men, but their rewards in the labor market were considerably fewer.

Youth Indicators, 1991: Trends in the Well-Being of American Youth
065–000–00446–1
Availability: U.S. Government Printing Office ($5.50).

Presents statistical data on several factors that affect youth from ages 14 to 24, including family structure; family income; education; employment and finances; and health, behavior, and attitudes. A table, chart, and brief descriptive text are provided for each indicator.

ERIC Directory

Educational Resources Information Center (ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue NW
Washington, DC 20208–5720
Telephone: (202) 219–2289
FAX: (202) 219–1859

Clearinghouses

Adult, Career, and Vocational Education (CE)
Ohio State University
1900 Kenny Road
Columbus, OH 43210–1090
Telephone: (614) 292–4353
(800) 848–4815
FAX: (614) 292–1260

Counseling and Personnel Services (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, MI 48109–1259
Telephone: (313) 764–9492
FAX: (313) 747–2425

Educational Management (EA)
University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
Telephone: (503) 346–5043
FAX: (503) 346–5890

Elementary and Early Childhood Education (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, IL 61801–4897
Telephone: (217) 333–1386
FAX: (217) 333–5847

Handicapped and Gifted Children (EC)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091–1589
Telephone: (703) 264–9474
FAX: (703) 264–9494

Higher Education (HE)
The George Washington University
One Dupont Circle NW, Suite 630
Washington, DC 20036–1183
Telephone: (202) 296–2597
FAX: (202) 296–8379

Information Resources (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, NY 13244–2340
Telephone: (315) 443–3640
FAX: (315) 443–5732

Junior Colleges (JC)
University of California at Los Angeles
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024–1564
Telephone: (213) 825–3931
FAX: (213) 206–8095

Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037–0037
Telephone: (202) 429–9551
FAX: (202) 429–9766

Reading and Communication Skills (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN 47408–2698
Telephone: (812) 855–5847
FAX: (812) 855–7901

Rural Education and Small Schools (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325–1348
Telephone: (800) 624–9120 (outside WV),
(800) 344–6646 (inside WV),
(304) 347–0400 (Charleston area)
FAX: (304) 347–0487

Science, Mathematics, and Environmental Education (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, OH 43212–1792
Telephone: (614) 292–6717
FAX: (614) 292–0263

Social Studies/Social Science Education (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2373
Telephone: (812) 855–3838
FAX: (812) 855–7901

Teacher Education (SP)
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036–2412
Telephone: (202) 293–2450
FAX: (202) 457–8095

Tests, Measurement, and Evaluation (TM)
American Institutes for Research
Washington Research Center
3333 K Street NW
Washington, DC 20007
Telephone: (202) 342–5060
FAX: (202) 342–5033

Urban Education (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, NY 10027–9998
Telephone: (212) 678–3433
FAX: (212) 678–4048

Adjunct Clearinghouses

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
Telephone: (202) 429–9292
(202) 429–9551
FAX: (202) 429–9766, (202) 659–5641

National Clearinghouse for U.S.-Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2373
Telephone: (812) 855–3838
FAX: (812) 855–7901

Adjunct ERIC Clearinghouse for Art Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2373
Telephone: (812) 855–3838
FAX: (812) 855–7901

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